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## CHARLOTTE TEACCH CLASSROOM TRAINING

### STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: ACADSTUSKILL

Revision Date: July 2013

STUDENT: \_\_\_\_\_ Omari Richards \_\_\_\_\_ DOB: \_\_\_\_\_ AGE: \_\_\_\_\_ 15 years 3 months \_\_\_\_\_

**EDUCATION PLACEMENT/SERVICES:** \_\_\_\_\_ Olmari is repeating the 9<sup>th</sup> grade in a Charter High School setting. Last year he was in a public high school enrolled in the Occupational course of study (a diploma program of which is a mix of functional academics and academic skills (Algebra I, History, English, Environmental Science) and vocational prep. He had one period each day of resource and preferential seating. The plan this year is for him to enter a standard degree program with resource in English and Math and before or after school tutoring. His family is planning to provide tutoring in all subjects where needed to supplement the tutors from school.

**INTEREST  
AND  
HOBBIES**

1. \_\_\_\_\_ Anime comic books \_\_\_\_\_
2. \_\_\_\_\_ Action Figures from comics and Video Games \_\_\_\_\_
3. \_\_\_\_\_ reading \_\_\_\_\_
4. \_\_\_\_\_ Video Games (Mario \_\_\_\_\_

**DESCRIBE IN DETAIL STUDENT'S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW; PLEASE BE SPECIFIC IN TERMS OF WHAT STUDENT CAN DO AND CANNOT DO:**

**SKILL AREA: Math (e.g., 1:1 correspondence, quantity, numeral identification, etc.)**

**DESCRIPTION OF SKILLS:**

Omari has mastered addition and subtraction skills including decimals. He has strong skills with multiplication and beginning skills with division and he can solve single step numeric problems. He does get lost with division and seems to need to be reminded of the process each time he is given a division problem. He has difficulty with the order of operations. Omari is not always able to correctly solve single step word problems. He has difficulty finding the important information in multiple step word problems and has not been able to highlight the important information in single step word problems. In the regular class his behaviors are not appropriate when material is too demanding. He can solve simple algebraic problems

**SKILL AREA: Reading (e.g., letter & sound, name identification, sight words, etc.)**

**DESCRIPTION OF SKILLS:**

Omari has very good word attack skills and can decode and spell well. While he can read a passage and answer literal comprehension questions he has difficulty answering inference comprehension questions. Reading comprehension is more than 2 years below grade level. He can answer who, what when where questions, cannot answer why questions or, identify the main idea, understand figurative language. He has no skills with understanding relationships between characters.

**SKILL AREA: Writing (e.g., tracing, dot-to-dot, line & shape drawing, spelling, handwriting, composition, etc.)**

**DESCRIPTION OF SKILLS:**

Omari can write a basic response to a writing prompt. He has difficulty elaborating on his ideas. He does not edit his work for errors in spelling, grammar, or sentence structure. He has difficulty using pre-planning tools to organize his thoughts before writing. Sometimes Omari can write a simple journal entry about his activities from the day.

**SKILL AREA: Science/Social Studies (e.g., labeling, categories, opposites, function, etc.)**

**DESCRIPTION OF SKILLS:**

Omari is able to participate in Science and social studies with accommodations including preferential seating, and a study guide. He has trouble comprehending the written material and needs help from peers when class is given a reading assignment in class. He is given concrete simplified assignments. His poor reading comprehension has had a significant impact on his ability to understand the course material. He loves science experiments and knows what a hypothesis is but he needs someone there to help him keep the steps in order

**SKILL AREA: Vocational Behaviors / Work Experience (e.g., attending to work, accepting feedback, managing break time, length of work sessions, etc.)**

**DESCRIPTION OF SKILLS:**

Omari can transition between classes well but lacks social skills needed to interact with peers Standard course of study

**SKILL AREA: Home EC / Home management domestic**

**DESCRIPTION OF SKILLS:**

Omari will leave the contents of his book bag on the floor after digging threw it for one item. He will later put the contents back in his bag when he needs to replace the item. His skills at home are very good. He has several chores but his mother shared that his quality is often such that she has to go behind him. He is responsible for cleaning one bath and the family room and does a pretty good job. He is pleasant about redoing parts that he missed.

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**SKILL AREA: Hygiene / Appearance (e.g., grooming, dressing, toileting, table manners etc.)**

**DESCRIPTION OF SKILLS:**

Omari is a well groomed young man who dresses appropriately. He has good table manners and takes care of all his personal hygiene needs independently at school. He takes PE and is independent in the locker room. During class he will pick at sores and scabs until they bleed. He has picked at his cuticles and fingernails with a pencil until they were blackened or bleeding.

**SKILL AREA: TRANSITIONS (e.g., changing activities, tolerating changes in assignments, etc.)**

**DESCRIPTION OF SKILLS:**

Omari tends to wander and take his time during transitions.

**SKILL AREA: SOCIAL/EMOTIONAL (e.g., peer interactions, manners, greetings, affect, etc.)**

**DESCRIPTION OF SKILLS:**

Omari wants to interact with peers and participates in social conversations with his peers and participates in class discussions. He needs frequent cues and prompts to watch what he says because peers find him rude or get frustrated by his frequent repeating comments. He will sometimes say things that can be seen as sarcastic. He is not always socially appropriate in large classroom settings and often calls out and interrupts class. Sometimes Omari will sing songs from a cartoon loud enough to disrupt the class. Omari will sometimes appear to be asleep or distracted when he is disinterested in an activity. He enjoys vocal playfulness.

**SKILL AREA: RECREATION/LEISURE (e.g., break times, free time, etc.)**

**DESCRIPTION OF SKILLS:**

Omari likes to read his comic books, play with cut out figures and will interact with his peers during his leisure time. He does not always use his leisure time appropriately.

<b>SKILL AREA: COMMUNICATION (spontaneous expressive communication, receptive skills, etc.)</b>
<b>How do you communicate with student?</b> I communicate with Omari verbally with gestures for support.
<b>How does student communicate with you when not prompted?</b> Omari uses verbal communication. But does not monitor the content of what he says
<b>What will student communicate for?</b> Omari will try to joke with his peers and make requests during class.
<b>What augmentative devices are used (if any)?</b> none
<b>DESCRIPTION OF COMMUNICATION SKILLS:</b> Omari can communicate in a clear voice and with correct grammar. He has no difficulty establishing and maintaining eye contact.
<b>SKILL AREA: COMMUNITY (How does student manage him/herself in community?)</b>
<b>DESCRIPTION OF SKILLS:</b> Omari cannot make correct changes and his social skills will negatively impact his interaction within the community at school
<b>SKILL AREA: INDEPENDENCE (How much does student do on his/her own?)</b>
<b>How long will student work without cues?</b> He can focus and act appropriately for the first part of class then he starts echoing TV scripts, mumbling under his breath, getting louder
<b>What tasks hold his/her attention?</b> He enjoys lab activities in science
<b>DESCRIPTION OF SKILLS:</b>
<b>SKILL AREA: LEARNING STYLE</b>
<b>Describe attention span:</b> Omari will become distracted and disinterested in school activities requiring redirection throughout the class period. He will not always rejoin the activity after being redirected.
<b>Describe organizational skills:</b> Omari has difficulty both getting and staying organized.
<b>Describe task endurance:</b> Difficult tasks will lead to building frustration or avoidance of the task. Omari becomes distracted easily when working on long tasks.
<b>Describe level of self control while working:</b> Omari will fidget during work and will occasionally stop to perform unnecessary tasks.
<b>Describe reaction to teacher demand/intrusion:</b> Sometimes he will comply readily other times he will talk back.
<b>Describe motivation to complete work:</b>

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<b>SKILL AREA: BEHAVIORAL</b>
<b>Describe all difficult behaviors:</b> Omari will talk out and sing during instructional times. He will talk back or grumble when given instructions sometimes. He is starting to put his hands down his pants. Hi plays with pencils, string, or cut out figures during class. He will take out his comics to read, pick at sores, jab his cuticles with his pencil
<b>How frequently do these behaviors occur?</b> Frequently
<b>What triggers difficult behaviors?</b> Frustration, impulse control, possibly boredom
<b>How are behaviors typically managed?</b> with a verbal redirects or a call to his mom if redirects are not working.
<b>How does s/he react to overstimulation (e.g., too many people, too much noise)?</b> He puts his hands over his ears.
<b>Is s/he easily calmed once upset?</b> yes
<b>Other comments re behavior:</b>
<b>PERTINENT MEDICAL INFORMATION</b>
<b>Medications:</b> Vyvanse, Risperdal, Fluoxetine, Intunev
<b>Allergies:</b> Grass, weeds, dust, and mold
<b>Other Medical conditions:</b>
<b>Other Pertinent Information:</b>

<b>AUTISM MANAGEMENT</b>
<b>Degree of autism:</b> mild
<b>Cognitive level or IQ:</b>
<b>Unusual body or sensory responses/interests:</b> Sensitive to sound
<b>Any particular objects/topics of dislike?</b>
<b>Additional comments/questions:</b>

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